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ABSTRACT

An enrichment and cooperative reading program for high achievers in grade 6 involved participants in four reading classes who received supplementary reading instruction with the aid of teacher made cassette tapes, listening stations, current newspapers and magazines, and Reader's Digest skill builders. Testing at the end of the first year (1970-1971) revealed lack of support for the three hypotheses: that experimentals would demonstrate greater reading proficiency than controls as measured by the Iowa Test of Basic Skills; that experimentals would achieve higher performance levels than a similar population the previous year; and that experimentals would achieve a performance level equivalent to one grade level above the previous year. Individual records kept on each child's progress showed gains in areas such as ability to comprehend, organize thoughts, and read rapidly. Students evaluated their program favorably, as did teachers, who found the learning climate in the classroom improved. At the end of the second year (1971-1972), results of testing with the Gates-MacGinitie Reading Test showed significant gains for all the objectives. (MC)

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Enriched and Cooperative Reading for High Achievers

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REGION VI

CENTRAL ARKANSAS EDUCATION CENTER
Markham and Izard Streets
Little Rock, Arkansas 72201

MINI-GRANT PROJECT

TITLE: AN ENRICHED AND COOPERATIVE READING PROGRAM FOR ACHIEVERS AT THE SIXTH GRADE LEVEL

DATE: 1970-1972

A. Mrs. Jimmie Nell Johnson, et al
Mini-Grant Recipient(s)

B. Mr. James D. McGee
Name of Principal

C. Williams Elementary School
Forest Heights Middle School
Name of School

D. Little Rock School District
Name of School District

E. Dr. Leon L. Wilson, Dr. Jim Fain, Mr. Otis Preslar
C.A.E.C. Consultants

I. TITLE: AN ENRICHED AND COOPERATIVE READING PROGRAM FOR HIGH ACHIEVERS AT THE SIXTH GRADE LEVEL

II. READING PROBLEM

A. The Students: The participants in this project included four reading classes of sixth grade students (approximately 100), who were enrolled at the Williams Elementary School.

B. The Problem: One hundred thirty-two students were tested with the Iowa Test of Basic Skills on April 1, 1970, and while the national norm was 5.8, the norm for Williams Elementary School was 6.89. One hundred seven students, or 82% of the group, tested 5.8 or above.

Sixty-six students (50%) ranked 6.9 or above which is one full year and one month above the national norm; these students were classified as accelerated. Only eleven students (9%) tested 5.3 or below and showed a need for remedial reading. Fifty-four students (41%) ranked from 5.4 through 6.8, thus classifying them as average and above average.

The median I.Q. for these students, as tested by the Lorge-Thorndike in the 1969-70 school year, was 115 which indicated that these students were capable of attaining a high level of competence in reading. There was an urgent need for an enrichment program in the field of reading that would stimulate and challenge the accelerated student while continuing the developmental reading instruction of the average and below average reader. Too often the accelerated child has been neglected by being subjected to "more of the same" reading experiences

because he was so capable, or simply told to read more books independently. There is a great deal of evidence that the high achiever needs as much, or more, guidance in reading as the low achievers. (See Appendix A for research of related literature.)

III. PROGRAM FOR INSTRUCTION

A. Behavioral Objectives

1. Experimental classes of sixth grade students, after receiving supplementary instruction in reading with the aid of teacher-made cassette tapes, current newspapers, current magazines, and Reader's Digest Skill Builders, will be able to demonstrate a level of performance in reading that is greater than a control group as measured by the Iowa Test of Basic Skills. (1970-71.)

2. Experimental classes of sixth grade students, after receiving supplementary instruction in reading with the aid of teacher-made cassette tapes, current newspapers, current magazines, and Reader's Digest Skill Builders, will be able to demonstrate a level of performance in reading that is greater than a similar population of sixth grade students for the previous school year (1969-70), as measured by the Iowa Test of Basic Skills. (1970-71.)

3. Experimental classes of sixth grade students, after receiving supplementary instruction in reading with the aid of teacher-made cassette tapes, current newspapers, cur-

rent magazines, and Reader's Digest Skill Builders, will be able to demonstrate a level of performance in reading that is equivalent to one grade-level or more above the previous year as measured by the Iowa Test of Basic Skills. (1970-71.)

4. General Objectives: Experimental classes of sixth grade students, after receiving supplementary instruction in reading with the aid of teacher-made cassette tapes, listening stations, current newspapers, current magazines, and Reader's Digest Skill Builders, will be able to evaluate a wide variety of reading materials--objectively and subjectively--as measured by teacher-observation of his ability to make generalizations, choosing alternatives in making decisions, contrast and compare both informative and narrative types of reading material, and in general utilize new ideas gained from these sources in everyday situations.

   The student will be able to understand abstractions and organize his ideas, formulate new ones, and share these through participation in regular class discussions as measured by teacher observation, individual and group conferences concerning his progress and a systematic check of the number and types of books read.

   The accelerated reader will show growth in reading rate by a minimum of 10%, as measured by a teacher-made test and articles in the Reader's Digest Skill Builders.

Not only will the student increase his reading speed, but he will read more fluently, and hw will choose to spend more time reading independently, for relaxation and pleasure, books that are more challenging in content and broader in scope, as measured by teacher observation of the previously mentioned individual reading records.

5. Sixth grade students will be able to demonstrate reading comprehension skills at a level of performance that would be expected on the basis of vocabulary development as measured by the Gates-MacGinitie Reading Test. (1971-72.)
6. Sixth grade students will be able to demonstrate a level of achievement for vocabulary skills in reading which shows a significant gain between pre- and post-testing as measured by the Gates-MacGinitie Reading Test. (1971-72.)
7. Sixth grade students will be able to demonstrate a level of achievement for vocabulary skills in reading that is significantly above the previous relative standing as measured by pre- and post-tests with the Gates-MacGinitie Reading Test. (1971-72.)
8. Sixth grade students will be able to demonstrate a level of achievement for comprehension skills in reading which shows a significant gain between pre- and post-testing as measured by the Gates-MacGinitie Reading Test. (1971-72.)
9. Sixth grade students will be able to demonstrate a level of achievement for comprehension skills in reading that is

significantly above the previous relative standing as measured by pre- and post-tests with the Gates-MacGinitie Reading Test. (1971-72.)

10. Sixth grade students will be able to demonstrate a level of achievement for Speed and Accuracy in reading which shows a significant gain between pre- and post-testing as measured by the Gates-MacGinitie Reading Test. (1971-72.)
11. Sixth grade students will be able to demonstrate a level of achievement for Speed and Accuracy in reading that is significantly above the previous relative standing as measured by pre- and post-tests with the Gates-MacGinitie Reading Test. (1971-72.)

Objectives one through four were developed for the first year of instruction in the program for all sections of reading under four teachers. As a result of school reorganization, middle schools were organized during the second year of the project. The sixth grade became a part of the middle school system. Consequently, during the second year of the project, both teachers and students were moved to new schools. With the transferring and busing of students, the characteristics of the student population changed. For example, during 1970-71, the average classroom I.Q. was about one standard deviation above the normal mean; whereas, there was an adjustment toward the normal mean during 1971-72.

Lacking a control group, objectives one, two, and three were revised and carried into 1971-72 as objectives five through eleven to assure more adequate evaluation of the program.

IV. STRATEGIES

Williams Elementary (1969-1970):

Due to the increased enrollment, an additional sixth grade class was formed for the 1970-71 school year, making a total of five, sixth grade class groups.

Of the five classrooms, four were designed as Cooperative-Teaching units, so arranged that the four rooms could become two large study areas due to folding doors. The plan as the proposal indicated, included opening the folding doors and operating as two single Cooperative-Teaching units for maximum efficiency and teaching results, rather than four separate self-contained classrooms. The children in the fifth class group were used as a control group.

Each of the two units were divided into four study areas. The reading period was divided into two 30-minute blocks of time. Each child participated daily in two different groups of study. The schedule was flexible and formulated to meet the child's individual needs. Each student was challenged in such a manner that he felt successful and could develop a positive attitude toward reading.

Certain groups required the total attention of the teacher; other groups worked independently. There were two permanent

teachers in each of the large classrooms. The areas of study were so organized that when one teacher was working with one group, such as in word attack skills, the other could move from group to group as she was needed.

Since the children were grouped and regrouped often, the small percentage of children who needed remedial work were able to progress at their own rate in the achievement skills class, but often they were with an entirely different group during the other study period. No student was locked into a certain level or position. Allowances were made for individual differences within each group; however, children lacking certain skills, were grouped together for one thirty minute period each day to systematically improve their skills. We felt that this would insure effective use of the teachers' and students' time as well as effective use of materials.

While the Iowa Basic Skill Test served as a measuring device, teacher opinion was also a factor in determining a child's level since some children's test scores often were not indicative of their performance.

Those students whose reading test scores were 8.0 or above worked thirty minutes each day with the basic texts, Seven Seas and From Coins to Kings (Harper & Row). The other thirty-minute block of time was used either for independent study using the Advanced Reading Skill Builder Kit Levels 6-10 and accompanying audio lessons (Reader's Digest Educational Division), or library books. Junior Scholastic magazine was also used for enrichment materials.

Students who ranked in the above-average classification, 7.0-7.9, used the Advanced Reading Skill Builder Kit and audio lessons for a thirty-minute period. They also worked with the basic texts, Seven Seas and From Coins to Kings.

The average group of students, those whose reading test scores were 5.4 to 6.9, worked in Seven Seas a minimum of thirty minutes per day. Reading for Concepts, Books G & H (McGraw-Hill) were used for independent study. Library skills were stressed with this group.

The listening station was used daily with each group in varied ways. Commercial and teacher-made tapes were very effective for independent study. (See Appendix B for itemized list and cost for all materials and equipment.)

Forest Heights Middle School (1971-72):

A. USE OF AUDIO TAPES

I have been taught--and have found it true--that the more senses a person uses in the learning process, the greater the depth or more meaningful the learning. Consequently, audio tapes are a n "natural" for the classroom teacher.

Audio tapes have a place in any classroom. Their importance is so obvious that it is unnecessary to justify the role they play. It is sufficient, for this paper at least, to simply say that they enlarge upon the services of the teacher; in fact, if properly made, they are an extension of the teacher. Children enjoy "tape teaching" (if the tapes are properly made) because other distractions are at a minimum due to the headsets and because, as my students told me, "We never have to take the second-best explanation." That statement is self-explanatory and I must admit that it made me blush when I heard it first. But it is all too true. The children also preferred the wireless headsets--even after the "new" wore off. I found them superb because of the mobility they allow. With the wireless, a child can listen to instructions while learning as with conventional headsets, but he can do even more. He can learn to follow instructions in a manner that the conventional type would never allow. As you saw in the audio-visual tape we made, a child can receive oral instructions and be expected to use his own skill in following those instructions while moving about the room locating materials, etc.

Any audio tape must be made with a specific purpose or purposes in mind. Otherwise it is very easy to ramble, to waste valuable time (this is a very limited resource) and in general result in boredom for the listener. Even using all of the "tricks-of-the-trade," the teacher still may be guilty of these faults. However, by trial and error I have made a list of things that help ME. They are as follows:

1. Determine your objectives and put them in writing.

2. Write the lesson you wish to tape. For some people this may sound like a waste of time, but there is no time for rambling and no place for grammatical errors. Remember that "all work and no play....", so have a sense of humor. Even though you will be taping from a script, your voice must sound casual and spontaneous---never as though you are "reading" the lesson. By writing your lesson you can eliminate careless errors and misinterpretation.

3. Make certain that the "heads" of the tape recorder are clean. And regardless of what the manufacturer might claim, a demagnetizer is necessary to clean the heads in order to prevent static. There is also a commercial fluid cleaner on the market that helps. Alcohol used with a cotton swab is better than nothing to prevent a build-up on the large "head", but care must be taken, to clean the head in the right direction (where the build-up occurs). And if alcohol is used, it must be used only on the head. It can be disatrous if it touches parts made of certain materials.

4. Experiment with the tone control to determine the proper level for YOU. After all, you want your voice to sound as pleasing as possible.

5. If background sound is to be used, have it available (I prefer to use another tape recorder.)

6. Use your ON and OFF switch sparingly while making a tape because regardless of how careful you tend to be, it will often make a clicking sound. It is better to use a tape recorder with a PAUSE button or lever.

7. If you are copying a tape, use a copy-cord (often called a patch-cord), use your automatic level control and again, experiment with your tone and volume.

8. If you ask a question, don't answer your own question immediately. Give the listener time to think. Also, moderate your own speed. Don't talk too slowly----nor too fast. Strike a happy medium. Again---experiment. After you have made a tape, rest for a while and then go back and listen to the tape with a fresh mind.

9. DON'T TRY TO MAKE A TAPE IF YOU ARE TIRED OR NOT FEELING WELL. Children are very quick to sense either of these and since a tape can be used over and over it pays to be relaxed (if that is possible) and feeling well (that is possible

10. If possible, have an area or interest center in your room especially for "listening". We constructed an isolation booth from a large refrigerator crate and decapouged the outside with colorful book jackets. Inside we built a small shelf that served as a desk and wired it for lights. This was especially valuable for taping as well as for listening to make-up lessons.

11. Remember:

a. Don't expect a child just to sit and listen to a tape. Plan to employ his other senses also. Have a ditto or some other paper (book, newspaper, encyclopedia, etc.) that he can use along with the tape.

b. Children like to have their hands employed also. Don't hesitate to have them write during the lesson.

c. Encourage the children to tape book reports, oral reports, dramatizations, etc. They also enjoy reading while taping and then evaluating their own reading.

d. I have found that a feed-back lesson is necessary if I am to determine whether or not I reached my objectives.

e. Don't be afraid to have the children repeat aloud new words that you are introducing. After the first few lessons the other students pay no attention.

f. Children enjoy reading poetry aloud with a tape.

g. Don't be afraid to try something new or to discard that which does not seem to work for you.

h. Children enjoy checking their own papers along with a tape. Often, I put the answers to feed-back sheets on the flip side of a tape. Then I can anticipate the incorrect answers, explain the correct answer, and thus have another lesson.

i. Always let the children know that if there is still something that he/she does not understand, he/she can come to you with a question.

j. And last--but not least---do not "talk down" to the children. Watch your own pronunciation, enunciate with care and choose your words wisely.

For each taped lesson, we had a ditto sheet that went with the tape. With the stories from the basic text, the word study, sentence structure, literary style, glossary skills, etc., as well as background information was presented on the tape. Ditto sheets on other tapes such as those on literature, reference materials, the newspaper, etc. were written to stimulate a child's creativity as well as to be used as teaching aids.

On some tapes, the children wrote directions on how to do something (sports, cooking, etc.) without stating what the directions were specifically for, prepared their own multiple choice follow-up sheets, and then called out the correct answers (with explanations) after the sheets were completed. Needless to say, this was one of the favorite types of lessons even though all agreed it was one of the hardest. They also wrote and taped stories, poems, and dramatizations.

It is our opinion that audio-tapes would be valuable in any teaching situation, at any level. We feel that they have definitely enriched our reading program this semester.

B. ENRICHMENT

1. The Use of Current Newspapers

In order to have an up-to-date reading program that would enrich the curriculum for accelerated pupils, it was necessary for our program to be concerned with all possible resources. Since we no longer wished to depend on a single textbook series or an ample supply of trade books, it was decided the daily newspaper could be an effective media. It would stress the "here" and "now" of life today--life in our city, out state, our nation, and our world. It could be for our sixth graders what it has been called often, a living textbook. That is what it proved to be.

For a number od days after copies of the Arkansas Gazette were made available to us, the boys and girls in the various reading groups handled, examined, and superficially "read" the daily issues. They read only the part that had meaning for them---generally this proved to be the sports pages and the comic strips. After this introductory period the students heard a teacher prepared tape which oriented them to the format, contents, and terminology used in the newspaper business. Each child, as he listened to the tape, held a copy of the Arkansas Gazette in his hands as he was introduced to the front page with its banner and important news stories, the editorial page with its opinions by staff writers and the general public, the second section with its local news, the difference between display ads and classified ads, and terms such as date lines, clipping, syndicated news, wire services, etc.

After the boys and girls had become acquainted with the make-up of a newspaper, a number of activities were begun. One that proved to be most interesting was related to the market pages. Each child bought one hundred "pretend" shares of a stock listed on the New York Stock Exchange. Once a month from December until school closed in June the value of these stocks were posted on bulletin boards with the boys competing with the girls to see which were the better financiers. An understanding of the free enterprise system and the method of computing a given stock's value preceded this activity. Throughout this seven month period the students were constantly on the lookout for articles that might have a bearing on their stock's increase or decrease in value. Countless newspaper articles were found by the "pretending" owner and by fellow classmates who helped one another earnestly.

Finding people in the news--local, national, and world-wide-- was another activity that spurred enthusiasm. The personality with his contribution to society was listed along with the date the article was published. The only proviso being that the contribution the person made must be one that would have a bearing on life in time to come. It was gratifying to see children reading and thinking critically as to whether or not to include a particular person on his list.

These are only two of the numerous projects that were used in our stu of the daily newspaper. Our reading program was broadened by having the Arkansas Gazette available, even in limited numbers. We feel our boys and girls know more than they did before about the who, what, when, where, and how about a news story, and also have an appreciation of a daily newspaper as an integral part of the American scene.

C. EMPHASIS ON CREATIVITY

In his article, "Literature, Creativity, and Imagination" Lloyd Alexander expresses these ideas. "Creativity and imagination are not ornaments or cultural status symbols, but essential to the human personality. We use the term "enrichment" but I don't interpret this as merely the addition of a little extra something like breakfast food manufacturers sprinkling in an alphabet of vitamins to make up for a basic lack of quality. Enrichment-yes, of course; but enrichment as a fundamental part of the educational process." Knowing that the unchallenged students can become bored and[1] behavior problems, as well as under achievers, it was our desire to offer many varied opportunities for creativity.

In many instances the desire to create something was kindled while listening to a teacher-prepared enrichment tape. After hearing a tape on which various forms of poetry was presented and discussed, several students decided to write and make their own collections of poetry. One booklet, Pocket Full of Daisies, by Charla Wright was particularly appealing. Her poem, "My Stray Puppy," reads as follows:

My puppy is so long and thin,
her nose is so pointed.
I sometimes wonder if she ever feels
ugly and unwanted.
But when I think she feels this way,
I try to reassure her.
I tell her that she's beautiful,
and that I really love her.
Then she seems to smile at me,
and wag her tail so thin.
And when I start to laugh at her,
it starts all over again.

One of the favorite activities of many of the students was the writing and taping of directions for making or doing something. We had seen a sample of this sort of thing, and tailored it to our own needs in the following way:

After writing the directions the students made four questions with multiple-choice answers about their directions. A stencil was then prepared by a teacher from these. The tape and written material was then presented to different groups of children. After hearing the tapes, which consisted of six to eight sets of directions and questions, answers were then marked and checked. Each student gave the correct answers on tape to his set of questions, and explained why they were the best answers. A page from one of these is attached.

Other students found an outlet for their creativity through dramatization. Sometimes this was initiated by the presentation of a story from our basic text, which was written as a play or which could be easily adapted as one. From this starting point the presentation of scenes from well-loved books evolved, as well as the presentation of original dramas.

There were other avenues of creativity open to the students, and as is to be expected many of them took full advantage of every opportunity while others had a difficult time getting started. However, as our program was geared basically for the average and above-average students, we were quite impressed with the results of their creativity.

[1]Lloyd Alexander, "Literature, Creativity, and Imagination," Childhood Education, March 1971, p. 308.

D. READING COMPREHENSION THROUGH INDIVIDUAL CONFERENCES AND GROUP DISCUSSION

THE KEY TO THE CONFERENCE LIES IN THE QUESTIONING By Dr. Lyman C. Hunt, Jr., Director: Reading Center, University of Vermont

INDIVIDUAL CONFERENCE
(gives the child an opportunity to reveal his reading strength.)

I. Appropriateness of the book:

A. Why did you choose this particular book?
B. Was this a good choice? or, Was this a good book for you to read?
C. Could you tell what was happening all the time?
D. Was this book hard or was it easy for you to read?
E. What made it hard? or, easy?
F. Were there places where you got mixed up? or, Were there places where you didn't understand? and if so, How did you straighten yourself out?
G. Would you choose the same kind or a different kind of book next?
H. Did you want to keep on reading? or, Did you have to force yourself to finish the book?

II. Appreciation of the book:

A. What type of a book are you reading? (type of literature)
B. Was this a good book? If "Yes," How good?
C. Was this not a good book? If "No," How poor?
D. What made this a good (poor) book?
E. What do you think the person who wrote this book was trying to say to you?
F. Did this book tell or teach you something important that you did not know? or What new ideas did you learn from reading this book?
G. How real (imaginary) is this book?
H. Show how the writer made this a_____book. (humorous, mysterious, adventure, life-like)

III. Values gained from the book (how the child has responded to the ideas of the book).

A. Did something happen in the book that you would <u>not</u> like to have happen to you? Would you like to have been there and taken part in it?
B. Ask the same thing, only use the positive approach--like to have happen.
C. Tell me a few highpoints of the book. Some of the very best places.
D. Which part of the book was most important? Why?
E. What do you think the person who wrote this book was trying to say to you?
F. Did this book tell or teach you something important that you did not know? or What new ideas did you learn from reading this book?
G. How real (imaginary) is this book?
H. Show how the writer made this a _____book. (humorous, mysterious, adventurous, life-life).

These questions, or any combination of questions, can be used as the teacher deems them effective.

*** These conferences are intended to help each child realize the kind of reader he is--or is becoming--and of what he needs to do to improve. In short. To summarize-he can evaluate his own reading ability and habits.

E. GROUP CONFERENCES

(These answers are written and the child may record the page and paragraph number to support his beliefs.) Either a teacher or a pupil may serve as a group discussion leader. Even though controversy may result, the majority's point of view is usually the final choice. These can also be used with the individual conference. For a group conference, the following topics are important:

1. The setting or the background of the book.
2. The plot or the story line as woven through the book.
3. The development of character or personality which emerges within the book.
4. The author's purpose, intent, or theme and why it is important.
5. The style or mood created within the writing by the author.

V. EVALUATION

A. Measurement: (First Year, 1970-71)

1. The Iowa Test of Basic Skills (ITBS), Form 3 was used to obtain test data for the 1969-70 school year; Form 4 was used to obtain test data for the 1970-71 school year.
2. Individual reading charts were kept by the teacher to record each student's progress.
3. Other measuring techniques included teacher observations, individual and group conferences concerning each child's progress, and a systematic check of the number and types of library books read.

B. Measurement: (Second Year, 1971-1972)

In addition to measurements which were used the first year, the Gates-MacGinitie Reading Tests, Survey D, Forms 1 and 2, were administered to obtain pre- and post-test data from one class. A Calendar of Events was made to schedule measuring and reporting. (See Appendix C)

In the tables which follow, Table A is representative of the statistical data for 1970-71; while Table B represents the statistical data for 1971-72.

TABLE A

Williams Elementary School - Sixth Grade Level
Iowa Test of Basic Skills
Mean Grade Score for Reading Sub-test

Group Identity	Composite Reading Skills Pre-test 1969-1970	Post-test 1970-1971	Gain	T-Value	Significant 1-tailed test .05 level
Experimental Teachers Students (N=21)	7.4	8.0	.6	2.69	Yes[2]
Cooperating Teachers Students (N=19)	7.6	8.4	.8	6.12	Yes[3]
Control Students (N=8)	7.4	8.2	.8	2.58	Yes[4]

[1] Form 3 administered during 1969-70; Forms 4 administered during 1970-71.

[2] 1.721 required.

[3] 1.729 required.

[4] 1.895 required. 1

ANALYSIS OF THE OBJECTIVES

First Year (1970-1971)

OBJECTIVE NO. 1: Experimental classes of sixth grade students, after receiving supplementary instruction in reading with the aid of teacher-made cassette tapes, listening stations, current newspapers, current magazines, and Reader's Digest Skill Builders, will be able to demonstrate a level of performance in reading that is greater than a control group as measured by the Iowa Test of Basic Skills.

ANALYSIS: The control group scored a mean grade level of 7.4 for 1969-70 and 8.2 for 1970-71 for an increase of 8 months. Experimental classes scored a mean grade level of 7.4 for 1969-70 and 8.0 for 1970-71 for an increase of 6 months. According to the data, the objective was not achieved.

OBJECTIVE NO. 2: Experimental classes of sixth grade students, after receiving supplementary instruction in reading with the aid of teacher-made cassette tapes, listening stations, current newspapers, current magazines, and Reader's Digest Skill Builders, will be able to demonstrate a level of performance in reading that is greater than a similar population of sixth grade students for the previous school year (1969-70), as measured by the Iowa Test of Basic Skills.

ANALYSIS: Students in experimental classes scored a mean grade level of 8.2 in April of 1971; a similar population of students scored a mean grade level of 8.6 in April of 1970. According to the data, students performed at a higher level in the previous school year and the objective was not achieved.

OBJECTIVE NO. 3: Experimental classes of sixth grade students, after receiving supplementary instruction in reading with the aid of teacher-made cassette tapes, listening stations, current newspapers, current magazines, and Reader's Digest Skill Builders, will be able to demonstrate a level of performance in reading that is equivalent to one grade-level above the previous year as measured by the Iowa Test of Basic Skills.

ANALYSIS: According to the test data, students scored a mean grade level of 7.4 in 1970 and 8.0 in 1971 for a mean gain of 6 months which indicates that the objective was not fully achieved.

NOTE: After examining all test scores, it was found the achievement level of the entire school was lower than the previous year. This kind of regression indicated that Form 4 of the ITBSwas more difficult than Form 3 which was used in the previous year. If the assumption is true, it cannot be stated with certainty whether or not the objectives were achieved or not achieved.

As a result of the experience with testing with the two forms of ITBS, second year evaluation included pre- and post-testing with the Gates-MacGinitie Reading Test, Survey D, Forms 1 and 2.

GENERAL OBJECTIVES: Experimental classes of sixth grade students, after receiving supplementary instruction in reading with the aid of teacher-made cassette tapes, listening stations, current newspapers, current magazines, and Reader's Digest Skill Builders, will be able to evaluate a wide variety of reading materials--objectively and subjectively--as measured by teacher-observation of their ability to make generalizations, choosing alternatives in making decisions, contrast and compare both informative and narrative types of reading material, and in general utilize new ideas from these sources in everyday situations.

The students will be able to understand abstractions and organize their ideas, formulate new ones, and share these through participation in regular class discussions as measured by teacher-observation, individual and group conferences concerning his progress and a systematic check of the number and types of books read.

The accelerated reader will show growth in reading rate by a minimum of 10% in reading skills as measured by a teacher-made test and articles in the Reader's Digest Skill Builders. Also, not only will the student increase his reading speed, but he will read more fluently, and he will choose to spend more time reading independently, for relaxation and pleasure, books that are more challenging in content and broader in scope as measured by teacher-observation of the previously mentioned individual reading records.

ANALYSIS: Through the development of skills in comprehension (finding main ideas and topics, recognizing time sequence, making inferences, synthesis, etc.), the accelerated student was able to evaluate--objectively and subjectively-- a variety of reading materials, both narrative and informative, as measured by the Reader's Digest Skill Builders, and the Iowa Test of Basic Skills. Other measuring devices used were individual reading charts kept by the teacher on each child's progress. Achievement scores were recorded in percentages so that each child was able to evaluate his own growth.

By horizontally broadening his range of personal reading interest, the student displayed organization through participation in class discussions and an increased interest in reading in a climate utilizing cooperative-teachers. The student was also able to compare and organize ideas and formulated individual reading goals that were achieved independently. This growth was measured by teacher observation, individual and group conferences concerning each child's progress, and a systematic check of the number and types of library books read. Each student kept a reading record of the books that he had read.

The accelerated reader has shown growth in reading achievement by increasing his reading speed by a minimum of 10%, as measured by the Reader's Digest Skill Builders Tests. He chose to spend more time reading independently, for relaxation and pleasure, books that were more challenging in content and broader in scope. This was measured by teacher observation of the previously mentioned individual reading records. His choice of books was revealed by his strength as a reader.

Generally, the general objectives were assessed as being achieved.

VI. SUMMARY OF EVALUATION

A. Summary of the Student's Evaluation: The students evaluated their sixth grade reading program very favorably. They commented on how much they enjoyed the variety of activities. The use of the daily newspaper was a favorite. Also, they liked the idea of having the preparation for the stories in Seven Seas on tape. The sharing of individual and group projects was fun and informative.

They were challenged through the use of the Individual Reading Record to broaden horizontally the range of their personal reading interest. They were encouraged to read at least one book from each Dewey Decimal classification per nine weeks. On their Evaluation Sheet under "selection" it was suggested that of the last five books read five classifications should be represented if they rated themselves in Column 1. On this same self-evaluation their average comprehension increase was eighteen per cent. Coupled with this increase in comprehension was an increase in excess of one hundred words per minute in the speed with which they read.

B. Summary of the Teacher's Evaluation: The four groups of sixth graders displayed interest and enthusiasm in reading and for reading. Each individual student developed a broader interest in reading materials from a variety of classifications according to the areas used in the Dewey library system. Students "lost themselves" in selected reading projects motivated by the teachers for the students enjoyment and fun.

Broadening students experiences with books and current periodicals were achieved with much excitement and interest. The climate created for learning in the classrooms was changed and an atmosphere of relaxed learning without pressures was easily detected. Arrangements for small group work shifted desks, instructional aids, and furniture for a more flexible program. The freedom of movement without disturbing or distracting others was a prime factor to be noted. Teachers' growth in this area was toward tremendous progress from more traditional arrangements heretofore used. Results of the project demonstrated to students as well as children how cooperative procedures develop a respect for orderliness, planning, sharing, taking turns and general regard for the rights of individuals as well as the total group.

New procedures - new to some of the teachers as well as students - became fascinating games of interest and produced complete enjoyment with each activity.

Test results as recorded from the May 1971, Iowa Basic Skills given to all five sections of the sixth grade, revealed no startling results when comparing the four groups used with the one control group. We did not expect to see startling results with a one semester program. First and foremost, the objectives we hoped to accomplish were not covered by the Iowa Basic Skills results, however, the results of the May 1970 tests were used to identify individual achievements and establish a percentage of

students who were classified as accelerated for which this project was designed.

The overall growth in achievement of the four groups as compared to the control group would favor the procedures used in the project. This growth in achievement, as indicated by the vocabulary, reading, and composite scores of the May 1971 test results, revealed that the overall objectives of the reading program were met for the accelerated students. At the same time, it benefitted the average and below average students of the larger group rather than the traditional methods used in the control group class.

The project will be continued during the 1971-72 school year to obtain more reliable results for further evaluation.

APPENDIX A

REVIEW OF RELATED LITERATURE

Lee Bennett Hopkins, Creative Activities for the Gifted Child, Feron Publishers. Over a hundred stimulating enrichment ideas for gifted elementary school children--related to the classroom, the school, and the community. Designed to fulfill the bright child's need for independent work, the activities encompass all subject areas: art, science, social studies, mathematics, music, language arts, home economics, and physical education. 56 pages; $1.50.

Leslie Landin and Paul Meredith, 100 Activities for Gifted Children, Fearon Publishers. Original activities that will challenge the student who finishes ahead of time, wants more to do, or seems to be bored. Adds creativity to teaching while helping the child develop to his full potential. For the ordinary classroom situation or the enrichment program. 32 pages; $1.00.

Carol Staudacher, Creative Writing in the Classroom, Fearon Publishers. Practical suggestions and procedures for enriching the creative climate of the classroom. Chapters on description, writing stories and poetry, creative writing projects, and setting and maintaining the creative climate. Methods applicable to students at all levels of achievement in the elementary grades. Many intriguing examples of student writing. 64 pages; $1.75.

Language Exploration for the Elementary Grades, A Curriculum for English, University of Nebraska Press, 1966. Consists of seventy specific units in the study of elementary school. 180 pages; $1.50.

Poetry for the Elementary Grades, A Curriculum for English, University of Nebraska Press, 1966. Enrichment ideas and suggestions for introducing children to pleasures of poetry, increasing and broadening their knowledge of poetry; helping them to express themselves creatively. 180 pages; $1.50.

Carlson, Ruth Kearney, Enrichment Ideas, William C. Brown Company, Publisher, Dubuque, Iowa, 1970. A wealth of provacative ideas and suggestions for dramatization, art projects, language games, and other instructional strategies for using literature to enrich each facet of the curriculum.

APPENDIX B

INSTRUCTIONAL MATERIALS FOR MINI-GRANT

LITTLE ROCK - WILLIAMS

Educator's Service Center Inc.
1100 W. Capitol
Little Rock, Arkansas 72203

Quantity	Description
3	Model 80 recorders Ser. No. 373320439 373320745 373320993
6	Wireless headsets
1	Loop
3	Mini adapters
1	Listening Center (8 headphones)
1	Listening Center (8 headphones)
32	Cassette tapes
2	Head Sets LM 1000
36	Cassette tapes C-60

Arkansas Gazette Co.
112 W. 3rd Street
Little Rock, Arkansas 72201

Quantity	Description
1184	Daily papers to be delivered to: Williams Elementary School Jimmie Nell Johnson Florida & Evergreen Little Rock, Arkansas

(16 daily papers Monday-Friday from February 17 to May 31, 1971.)

Quantity	Description
36000	Daily papers to be delivered to: Williams Elementary School Mrs. Jimmie Nell Johnson Florida & Evergreen Little Rock, Arkansas

(20 daily papers Monday-Friday from September 7, 1971 to June 2, 1972.
180 School days.)

Supply Center

Quantity	Description
37	Recording Tape #60 Cassette

Test Division
The Bobbs-Merrill Co. Inc.
4300 W. 62nd Street
Indianapolis, Indiana 46268

Quantity	Description
6 pkgs.	Survey D - Form 1 Gates-MacGinitie Reading Tests
6 pkgs.	Survey D - Form 2 Gates-MacGinitie Reading Tests

CALENDAR OF EVENTS: LITTLE ROCK SCHOOL DISTRICT (Forest Heights Middle School)

Mrs. Jimmie Nell Johnson: "An Enriched and Cooperative Reading Program for High Achievers at the Sixth Grade Level"

Target Date	Events: Activities, Materials, & Facilities	Person(s) Responsible	Completion Date
9/10/71	Pre-test: Gates-MacGinitie Reading Test, Survey D, Form 1	Johnson	9/9/71
5/72	Post-test: Gates-MacGinitie Reading Test, Survey D, Form 2	Johnson	
6/1/72	FINAL REPORT: Revise the strategies, answer the objectives, state conclusions and recommendations.	Johnson	

APPENDIX C

A D D E N D U M

The addendum includes evaluation of the project during its second year of operation (1971-1972).

Two tables of statistical data are provided. Table A contains the data from the Gates-MacGinitie Reading Test for the section of sixth grade students receiving instruction under the teacher who pioneered the project during the 1970-71 school year. All of the objectives which required statistical treatment are answered through the application of Gates-MacGinitie formulas to the data found in Table A.

Table B contains statistical data from the Iowa Test of Basic Skills for the three sections of sixth grade students who participated in whole or in part of the project during the 1971-72 school year. Sections 2 and 3 students shared to some extent but did not receive as comprehensive treatment from special instructional materials as did Section 1. From the data in Table B, it is concluded that all sections made significant gains between the pre- and post-testing. The data merely supports the findings for Table A, particularly objectives 6 and 8.

TABLE A

Forest Heights Middle School
Gates-MacGinitie Reading Test*
Sixth Grade
N=28

Reading Skills Tests	MEANS											
	Raw Scores			Standard Scores			Percentile Scores				Grade Scores		
	Pre-Test	Post-Test	Gain	Oct. Norms Pre-Test	May Norms Post-Test	Oct. Norms Post-Test	Oct. Norms Pre-Test	May Norms Post-Test	Norms Post-Test	Pre-Test	Post-Test	Gain
Vocabulary	34	36	2	52	55	52	58	69	58	6.5	7.2	0.7
Comprehension	40	43	3	50	54	51	50	66	54	6.1	7.1	1.0
Speed and Accuracy	18	25	7	48	58	53	42	79	62	5.5	8.8	3.3
	18	26	8	50	64	60	50	92	84	5.9	12.0	6.1

*Pre-test; Survey D, Forms 1: Post-test; Survey D, Form 2

TABLE B

Forest Heights Middle School
Iowa Test of Basic Skills[a]
Composite Reading Skills
Sixth Grade

Section	Pre-Test	Post-Test	Gain	t-value[c]	t-value required to reach significance
Section 1[b] (N=23)	5.9	7.2	1.3	5.741	1.714
Section, 2 (N=19)	6.0	7.1	1.1	3.784	1.734
Section 3 (N=23)	6.3	7.2	0.9	3.895	1.717

[a]Pre-tests were administered to students in April, 1971.

[b]Section 1 received more intensive instruction with curricular materials developed or purchased for this project.

[c]Significance was determined at the .05 level of probability for a one-tail test.

OBJECTIVE NO. 5: Sixth grade students will be able to demonstrate reading comprehension skills at a level of performance that would be expected on the basis of vocabulary development (May norms) as measured by the Gates-MacGinitie Reading Test. (1971-72)

ANALYSIS: The Gates-MacGinitie formula $C = .98V + 1.15 \pm 7.53\sqrt{N}$ was applied where C represents the standard score range of expectancy, and V represents the standard score mean for vocabulary. C yielded a range from 50.69 to 53.53 where V = 52 and N = 28.

The standard score mean (post-test for comprehension skills) was 51 which falls inside the range of 50.69 to 53.33; therefore, the objective was assessed as being achieved for the comprehension skills were at a level of performance that would be expected on the basis of vocabulary development.

OBJECTIVE NO. 6: Sixth grade students will be able to demonstrate a level of achievement for vocabulary skills in reading which shows a significant gain between pre- and post-testing (October norms only) as measured by the Gates-MacGinitie Reading Test. (1971-1972)

ANALYSIS: The Gates-MacGinitie formula $7.9/\sqrt{N}$ was applied where N = 28. According to the formula, a gain of 1.49 mean standard score points was required to reach significance. The standard score means from converted raw score means on both the pre- and post-tests for achievement in vocabulary skills were 52 and 55 respectively. The gain of 3.0 points was greater than the 1.49 points required for significance; therefore, the objective was assessed as being achieved.

OBJECTIVE NO. 7: Sixth grade students will be able to demonstrate a level of achievement for vocabulary skills in reading that is significantly above the previous relative standing (October-May norms) as measured by pre- and post-tests with the Gates-MacGinitie Reading Test.

ANALYSIS: The Gates-MacGinitie formula $7.9/\sqrt{N}$ was applied where N = 28. According to the formula, a gain of 1.49 mean standard score points was required to reach significance. The standard score means from converted raw score means on both the pre- and post-tests for achievement in vocabulary were 52 and 52 respectively. The lack of gain in standard score points was less than the 1.49 points required to reach significance; therefore, the objective was assessed as being unachieved.

OBJECTIVE NO. 8: Sixth grade students will be able to demonstrate a level of achievement for comprehension skills in reading which shows a significant gain between pre- and post-testing (October norms only) as measured by the Gates-MacGinitie Reading Test.

ANALYSIS: The Gates-MacGinitie formula $7.4/\sqrt{N}$ was applied where N = 28. According to the formula, a gain of 1.40 mean standard

score points was required to reach significance. The standard score means from converted raw score means on both the pre- and post-tests for achievement in comprehension skills were 50 and 54 respectively. The gain of 4.0 points was greater than the 1.40 points required to reach significance; therefore, the objective was assessed as being achieved.

OBJECTIVE NO. 9: Sixth grade students will be able to demonstrate a level of achievement for comprehension skills in reading that is significantly above the previous relative standing (October-May norms) as measured by pre- and post-tests with the Gates-MacGinitie Reading Test.

ANALYSIS: The Gates-MacGinitie formula $7.4/\sqrt{N}$ was applied where N = 28. According to the formula, a gain of 1.40 mean standard score points was required to reach significance. The standard score means from converted raw score means on both the pre- and post-tests for achievement in comprehension skills were 50 and 51 respectively. The gain of 1.0 points was less than the 1.40 points required for significance; therefore, the objective was assessed as being unachieved.

OBJECTIVE NO. 10: Sixth grade students will be able to demonstrate a level of achievement for Speed and Accuracy in reading which shows a significant gain between pre- and post-testing (October norms only) as measured by the Gates-MacGinitie Reading Test. (1971-1972)

ANALYSIS:

a. Speed: The Gates-MacGinitie formula $10.8/\sqrt{N}$ was applied where N = 28. According to the formula, a gain of 2.04 mean standard score points was required to reach significance. The standard score means, from converted raw score means on both the pre- and post-tests for achievement in speed were 48 and 58 respectively. The gain of 10.0 points was far greater than the 2.04 points required for significance; therefore, the objective was assessed as being achieved.

b. Accuracy: The Gates-MacGinitie formula $9.6/\sqrt{N}$ was applied where N = 28. According to the formula, a gain of 1.81 mean standard score points was required to reach significance. The standard score means, from converted raw score means on both the pre- and post-tests for achievement in accuracy, were 50 and 64 respectively. The gain of 14.0 points was far greater than the 1.81 points required; therefore, the objective was assessed as being achieved.

OBJECTIVE NO. 11: Sixth grade students will be able to demonstrate a level of achievement for Speed and Accuracy in reading that is significantly above the previous relative standing (October-May norms) as measured by pre- and post-tests with the Gates-MacGinitie Reading Test. (1971-1972)

ANALYSIS:

a. Speed: The Gates-MacGinitie formula $10.8/\sqrt{N}$ was applied where N = 28. According to the formula, a gain of 2.04 points was required to reach significance. The standard score means, from converted raw score means on both the pre- and post-tests for achievement in speed were 48 and 53 respectively. The gain of 5.0 points was far greater than the 2.04 points required for significance; therefore, the objective for speedwas assessed as being achieved.

b. Accuracy: The Gates-MacGinitie formula $9.6/\sqrt{N}$ was applied where N = 28. According to the formula, a gain of 1.81 mean standard score points was required to reach significance. The standard score means, from converted raw score means on both the pre- and post-tests for achievement in accuracy, were 50 and 60 respectively. The gain of 10.0 points was far greater than the 1.81 points required for significance; therefore, the objective for accuracy was assessed as being achieved.